



COMMISSION ON
ASIAN PACIFIC

CAPAA

AMERICAN AFFAIRS

Improving the lives of Asian Pacific Americans

October-December 2001

Volume 2, Issue 3

MESSAGE FROM THE DIRECTOR

Dear Friends,

Our state, our country and our world are changing. It has always been this way. Yes, we are becoming more diverse. And, yes, living in a multicultural society has its many challenges. Change can be difficult and we often resist what we don't understand.

We often talk about "embracing diversity." It's a nice tag line. *It's a reality that's here so we better learn to live with it*, many feel. Others sense that diversity is inevitable and embracing it is then the right thing to do, but not quite sure why. And some of us haven't quite bought in on the idea.

The values of embracing diversity are elemental: social harmony, economic stability, and democratic strength. Our education system is critical in manifesting these values.

Although our state passed an ambitious education reform act in 1993 and continues to refine it with each successive legislative session, a fundamental work remains to be undertaken in a systemic and transformative fashion: ensuring an equitable and culturally competent education system for all students.

Unfortunately, our current system promotes euro-centric models that exclude the worldviews and strengths of many cultures. Its academic scholarship narrowly defines what it means to be American. Its message is to assimilate or be left behind. And behind our ethnic minority students are. Surely this is not good for our state, our country, or our world.

As we profess our belief to embrace diversity and that each student can learn at high academic levels, let's investigate how our education system systematically contributes to academic gaps between White and ethnic minority students. Let's become truly conscious of the nature of this deeply embedded problem. Not to do so would be a shame and, dare I say, a crime to generations of underserved communities.

Sincerely,

Miebeth R. Bustillo

Your Rights and The Police

Adapted with permission from the ACLU*
By Joann Natalia Aquino, Legislative Liaison

The information you give to the police is important. What you say can be used against you, and this may also give the police a reason to arrest you.

If You Are Stopped by the Police:

- ❖ You may remain silent. You don't have to answer any questions, give personal information, or show any identification, unless you are operating a car or in a place where liquor is served.
- ❖ Do not physically resist. The officer may frisk you for weapons by patting the outside of your clothing.
- ❖ Ask if you're under arrest. If so, ask why. If you're not under arrest, you should be free to leave. Whether or not you're guilty, go with the officer. You can make your defense in court. Never run from a police officer.

If You Are Stopped In Your Car:

- ❖ Upon request, show the officer your driver's license, registration card, and proof of insurance. Your car may be searched without a warrant as long as there's a probable cause.
- ❖ If you're given a ticket, you should sign it; otherwise you can be arrested. You can contest this in court later.
- ❖ If you're suspected of drunk driving and refuse to take a breath test, your license may be suspended.

If You Are Arrested:

- ❖ You have the right to remain silent, use it. Ask to speak to an attorney at once. Don't speak and make any decisions any further unless your attorney is present.
- ❖ If the police say they have a warrant, request to see it. Do not physically resist.
- ❖ The police must give you an itemized receipt for everything taken from you.
- ❖ You may be released with or without bail following booking. You have the right to go into court and see a judge the next court day after the arrest, demand this right.

This is not a legal advice. Please consult your attorney for assistance with your situation. For a complete text of "Your Rights and the Police," please contact the *American Civil Liberties Union office at (206) 624-2184.

In This Issue

- Page 1 Message From the Director
- Page 2 Message From the Board
- Page 2 Service Agency Snapshot: Indochina Chinese Refugee Association
- Page 3 Education Reform in Washington State
- Page 4 Chinese Americans
- Page 5 Equitable and Culturally Competent Education

COMMISSIONERS

Habib M. Habib
Chair
Snohomish County

**Yvonne
Kinoshita Ward**
1st Vice-Chair
King County

Natacha Sesko
2nd Vice-Chair
Kitsap County

Randolph Bolong
Yakima County

Alma Kern
King County

Elliott L. Kim
Pierce County

Tony Lee
King County

Diane Narasaki
King County

Faalualaina Pritchard
Pierce County

Sam Tonn
Snohomish County

Dear Friends,

Today's classrooms are often made up of many faces from many cultural backgrounds. Yet, our education system remains largely euro-centric.

Our education system needs to change. It needs to prepare our students in a world whose people have diverse worldviews. It is important to remember that many cultural norms have timeless wisdom. For example, in most traditional Asian and Pacific Islander cultures, respect and care for the elders are fundamental norms. Traditional Native American cultures speak of the connectedness to nature and humanity's limited role in the web of life. Individualism is a central value in Western societies. These are not necessarily mutually exclusive.

Although textbooks are changing to reflect the faces of ethnic diversity in our classrooms, they do little to convey how each culture understands how a human being relates to itself, to another, to nature, and to society.

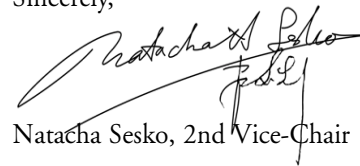
Education is much more than just academics. Yes, it is important to learn the three R's—reading, writing, and arithmetic—and to have technological skills. It is also equally

valuable to learn these in the context of a diverse reality. I think we already sense that too much orientation to technology may actually rob us of our humanity.

We need to pay close attention to what and how our students are learning. Are our students reading and writing in ways that will prepare them for a diverse reality? What purposes are they solving mathematical puzzles? Are they becoming more worldly, more holistic problem solvers? Are they paying attention to cultural and world affairs? Will they be able to work with and respect different kinds of people? Are we inadvertently teaching them one set of norms at the expense of others?

Our pluralistic society can only be strengthened by individuals who understand their neighbors. There's nothing to fear, but ignorance itself. Let's promote true education—an education of the mind, the soul, and the social being. I think our society will be the better for it.

Sincerely,



Natacha Sesko, 2nd Vice-Chair



APA Service Agency Snapshot

Indochina Chinese Refugee Association

By Kongkham Panyathong, Intern

After the communist takeover of China in 1949, many Chinese resettled in Cambodia, Laos, and Vietnam. Within these countries, they still maintain their traditions and own ethnic identity. Yet, once in the United States, the ethnic Chinese are classified by their country of birth instead of their ethnic group. This brought about the making of the Indochina Chinese Refugee Association (ICRA), which seeks to provide support to ethnic Chinese to maintain their own cultural values and language while assisting in their resettlement activities in the United States.

As King county's first effort by ethnic Chinese to serve their community the ICRA has many services and programs to offer such as:

- ❖ Interpretation/translation, information and referral service
- ❖ Naturalization/Citizenship classes
- ❖ English as a Second language classes
- ❖ The Yat Sen Chinese School, which teaches cultural Chinese education to students ranging from the ages of 5-18
- ❖ Seattle/ King County Youth Success provides general tutoring to limited speaking immigrants ages 9-12
- ❖ Chinese Youth and Parent Education is a program that urges parents to be more active in their children's education



Students in an English Second Language (ESL) class.

For more information please call (206) 625-9955 or <http://www.icra-yssc.org>

Education Reform in Washington State

By Joann Natalia Aquino, Legislative Liaison

The Washington State Education Reform Act of 1993 serves as the overarching framework to establish common learning goals intended to raise academic standards and achievement for all Washington students. This law has three parts: academic standards, assessments, and accountability.

The Washington State Legislature passed the Education Reform Act in 1993. Among others, it established the Commission on Student Learning (CSL) to develop and administer the basic components of education reform. Specifically, the Legislature directed the CSL to develop clear, challenging academic standards; to develop standards-based assessments; and to recommend an accountability system.

The Legislature approved four Washington State learning goals:

- ❖ Read with comprehension, write with skill, and communicate effectively.
- ❖ Know and apply the core concepts and principles of mathematics, social, physical and life sciences, civics and history, geography, arts, and health and fitness.
- ❖ Think analytically, logically, and creatively, and integrate experience and knowledge.
- ❖ Understand the importance of work and how performance, effort, and decisions affect future career and educational opportunities.

When the CSL legislative mandate ended on June 30, 1999, the Office of the Superintendent of Public Instruction (OSPI) took over its responsibilities and the administration of Washington State's education reform.

Standards

The CSL, in consultation with numerous workgroups made up of educators, parents, and other stakeholders, began the work of developing the Essential Academic Learning Requirement Standards (EALRS) in eight subject areas: reading, writing, communication, mathematics, science, social studies, arts, and health and fitness. Today, standards around reading, writing, and math are more developed than other areas.

The EALRS represent the specific academic skills and knowledge students are required to learn in order to successfully live and work in the 21st century. The EALRS are also the statements of what students should know and be able to do at the completion of their K-12 education. These statements are purposefully broad to serve as guideposts to school districts.

Assessment

The assessment system is designed to gauge how well districts, schools, classrooms, and students are doing academically. It has four primary components: 1) state-level assessments (Washington Assessment on Student Learning (WASL)); 2) classroom-based assessments; 3) school and school district context indicator data; and 4) professional development. Among other things, the assessments serve as tools to evaluate instructional practices. It is also a tool to support students who

have not mastered the EALRS at appropriate periods in their educational development.

The WASL is conducted in the fourth, seventh and tenth grades. Also, the 10th grade WASL or the Certificate of Mastery, which will be first applied in the school year 2005-06, is scheduled to be a requirement for graduation beginning in the school year 2007-08. Students who do not pass the 10th grade WASL may retake the test.

Accountability

In 2000, the Legislature approved the third component of the education reform system: accountability. The Legislature created the Academic Achievement and Accountability (A+) Commission as the agent to hold the school districts accountable in the improvement of student learning and student achievement. The Legislature also wanted to be able to measure if individual students were given the opportunity to become a responsible citizen and successfully live, learn, and work in today's society.

To achieve this purpose, the accountability system is based on student achievement and continuous improvement at all levels. It is also based on a fundamental principle that all public school students have access to curriculum and instruction aligned to the standards; that curriculum and instruction are simple to use and understand; and the consequences must be predictable and fair. Certain differences among students, schools, and districts are considered in the newly formed accountability system.

2001 WASL Highlights

2001 Washington Assessment Student Learning (WASL) results show continued student progress on learning goals:

- ❖ The students meeting standards in all subjects improved for grades four and ten.
- ❖ Results for grade seven dropped slightly in the number of students meeting standard in reading and math, but increased in writing and listening.
- ❖ Strongest gains were made at the 10th grade in all content areas, especially writing.
- ❖ Writing scores also improved for fourth- and seventh-graders.

(Note: Academic achievement gaps between White and ethnic minority students are statistically significant.)

Changes Affecting the 2001 School Year

Better School Fund

The Better School Fund provides school districts additional funding to reduce class sizes, provide extended learning opportunities for students, and funding for professional development and training.

Teacher/ Student Contact Requirement Repealed

The Basic Education Act requirement that full-time equivalent classroom teachers average 25 hours per week of direct classroom contact was repealed effective September 1, 2000.

Self-study Requirement Repealed

The requirement that schools conduct a self-study every seven years was also repealed effective September 1, 2000.

Sources: Washington State OSPI, "State Laws Regarding Education Reform, Assessment, and Accountability in Washington State," 2000; Washington State Commission on Student Learning, "Education Reform in Washington State: A Resource Guide," 1996; State of Washington CAPAA, "Asian Pacific American Heritage Resource Guide For Washington State K-12 Schools," 2001.

Chinese Americans

By Ryan Minato, Research Analyst

Early Immigration

The first immigration wave from China began as an escape from Western colonialization, natural disasters, famine, and work shortages. For example, thousands of Chinese fled China as a result of the Opium Wars, waged primarily by British colonizers; and Chinese men were initially drawn to Hawaii's sugar plantations (1787) and California's gold fields (1848).

The Chinese were the first Asians to migrate in significant numbers to Washington State where labor contractors aggressively recruited them for mining in the 1860s and salmon canneries, logging camps, and railroad construction in the 1870s. Chinese laborers made up two-thirds of the mining workforce; one-fourth of the cannery workers; and two-thirds of the railroad crew, building almost every major rail connection in Washington before 1900. The number of Chinese laborers declined in the early twentieth century due to the Chinese Exclusion Act of 1882, which was the first law that prohibited immigration on the basis of nationality.

Exclusion Era

As a result of prejudice and competition for jobs, the Chinese were increasingly restricted by exclusionary laws. For example, in 1854, the Chinese were denied the right to testify in court against Whites, resulting in Whites robbing, killing and assaulting the Chinese with impunity. In 1882, the Chinese Exclusion Act prohibited immigration from China and set the stage for many other nationality-based exclusion laws. Chinese women were especially targeted for exclusion in order to control the Chinese population in the U.S. and keep the laborers single and mobile. By 1890, the ratio of men to women was 27 to one, truncating the natural development of the Chinese community.

With the passage of the Chinese Exclusion Act, the anti-Chinese movement intensified in Washington and the Chinese were driven out of labor camps and eventually from the chinatowns. This attacked the heart of the community since the chinatowns served as cultural enclaves for the Chinese. For example, Seattle's Chinatown, which began in the 1860s, employed many Chinese men forced out of the labor market. Also, Chinese merchants established some of Seattle's largest businesses there; and Seattle's Chinatown became the home of benevolent family associations that provided business loans, language instruction, and social outlets.

In 1906, a "loophole" to the Exclusion Act surfaced after the great fire and earthquake in San Francisco destroyed all of the U.S. immigration records. Since the government had no records to prove otherwise, countless Chinese bought false papers identifying themselves as children of Chinese Americans. However, after gaining citizenship, these so-called "paper sons" often lived out their lives in fear of discovery.

To curtail illegal immigrants and close the "loophole," a detention center opened on Angel Island located in San Francisco Bay. Suspect immigrants were separated from family members and placed in a crowded and demoralizing environment for weeks.

Between 1910 and 1940, as many as 175,000 Chinese immigrants were detained and processed. It was not until an alliance between the U.S. and China during World War II that the Chinese Exclusion Act was repealed, resulting in the natural development of Chinese American communities and the drafting of Chinese men to join U.S. World War II armed forces.

Community Growth

Two decades later, immigration laws designed to bar the entry of Asian immigrants were lifted. Consistent with the intent to eliminate discrimination in the U.S. through the Civil Rights Act of 1964, the U.S. Congress passed the Immigration Act of 1965 as an act to phase out race-based immigration laws.

In *A Different Mirror*, scholar and author, Ronald Takaki, writes that the passage of the 1965 Act marked an ideological departure from a perspective that the U.S. was a homogenous White society to one that redefined who would become an American. Asian American communities soon began to grow. Noteworthy is that the second wave of Chinese immigration was very different from the first, with increasing numbers of students, professionals, and people from cities.

Today the Chinese community is the third largest ethnic group after Mexicans and Filipino Americans. Since 1965, the Chinese American population has increased more than ten times to 2.4 million.

Fight Against Oppression

Chinese Americans have a proactive history of resisting racist oppression. Examples of such resistance are the 1867 strike by 7,000 Chinese laborers against the Central Pacific Railroad; the 1933 Chinese Hand Laundry Alliance to fight discrimination in New York; the 1936 union fight in Alaska won by a combination of Asian American, Chicano and white cannery workers; and the 1938 successful 14-week garment strike by Chinese American women.

Nevertheless, stereotypes and discriminatory attitudes persist today. Recent events continue to create fear, misdirected anger, and prejudice against Chinese Americans. One such high profile case is that of Wen Ho Lee, which raised concerns around racially-biased law enforcement or racial profiling.

Today, Chinese Americans focus their attention on changing negative American attitudes towards them by being politically active. Among the most notable Chinese American political leaders in Washington State are Wing Luke, who in 1963 became the first person of Asian descent to be elected into office in the Pacific Northwest; Ruby Chow, who in 1973 became the first Chinese American woman elected to Seattle City Council; and Gary Locke, who in 1996 became the first Asian American governor on the U.S. mainland.

Background Photo: Chinese American festival near Fifth and Jackson, Seattle, 1910. Photo courtesy of Special Collections Division, University of Washington, Hamilton 3855

Sources: Takaki, Ronald. "Strangers from a Different Shore," 1989; Takaki, Ronald. "A Different Mirror," 1993; Dubrow, Nomura, et al. "The Historic Context for the Protection of Asian/Pacific American Resources in Washington State," 1993; Natale, Valerie. "Guardian of the Western Gate," 1998; Committee of 100. "American Attitudes Toward Chinese Americans & Asian Americans," 2001.

Equitable and Culturally Competent Education

Adapted from the Multi-Ethnic Think Tank's Position Paper, "Mandating an Equitable and Culturally Competent Education System."
For a complete text, please go to http://unity.ospi.wednet.edu/*COUP/PPaper/STEPS.html.

Ethnic minority and low socio-economic students are academically behind at alarming rates. Our euro-centric education system is not set up for their academic success. In fact, the underlying message is to assimilate or be left behind.

METT Background

Multiple trend data has long indicated that ethnic minority and low socio-economic students are academically behind at alarming rates. This crisis brought about the creation of the Multi-Ethnic Think Tank (METT) in 2000 as an historic alliance of the African American, American Indian/Alaskan Native (including First Nations), Asian/Pacific Islander Americans and Hispanic and low-socioeconomic communities in pursuit of an equitable and culturally competent education system for all students. The METT had its roots in 1998, when the Office of the Superintendent of Public Instruction (OSPI) brought together five think tanks representing various ethnic groups under the Unity Project to develop strategies to address academic underachievement.

Narrow Academic Paradigm

Historically, ethnic minority and low socio-economic Washington State students have had the distinction of poor academic achievement. This, however, is not a reflection of our students' academic ability. It is a reflection of systemic failure. The current public education structure uses an academic paradigm that defines a narrow scholarship of what is American and being American. It leaves little room to engage various worldviews, languages, cultural norms, learning styles, and multiple intelligences. In effect it standardizes a curriculum that ignores and leaves out our state and nation's multicultural and multilingual reality. Its message is to assimilate or be left behind. As a result, academic and institutionalized racism is perpetuated without challenge or question—seriously affecting pedagogical theory and practice, policy development, systemic structure, and resource allocation.

Academic Achievement Gaps

The chronic academic achievement gap between White and racial and ethnic minority students continues despite our efforts to reform our education system. This problem weakens underserved communities and contributes directly to social, economic, health, and other enduring inequities. From all indicators, many ethnic minority and low socio-economic students are academically behind. Quite telling is what the standardized tests such as the Iowa Test of Basic Skills

(ITBS), California Test of Basic Skills (CTBS) and the Washington Assessment on Student Learning (WASL) continue to show the disparity.

According to the WASL/4 Ethnicity Trends Four Years Data report (school years 1996/97-1999/2000)

The continuing academic achievement gap is evidence that the curriculum and instruction in the state schools are not meeting the individual needs of all students. Schools have been adjusting their curriculum to teach to the WASL and although they have been successful in raising the scores across all groups, the academic achievement gap continues to exist. The WASL continues to provide the evidence that the curriculum and instruction that is delivered in the schools continues to exclude a large percentage of students of color.

Indeed, the METT concur that the system is not set up to promote the academic success of ethnic minority and low socio-economic students; and with the 10th grade Certificate of Mastery WASL tied to graduation requirements beginning 2008, the stakes are high. Such unabated academic gaps virtually guarantee that ethnic minority and low socio-economic students will be denied equal opportunity for lifelong success.

Socio-Economic Disparities

This pervasive academic underachievement has a direct correlation to such success indicators as suspension, retention, expulsion, dropout, teen pregnancy and crime rates. Furthermore, the communities from which these underserved students come display the effects of educational inequity through high incidences in poverty, crime, blight, gang involvement, drug trafficking, and community disintegration. These socio-economic disparities also have correlations to the overplacement of underserved students in special education programs and in their underplacement in gifted and talented academic courses, advanced placements, and Running Start.

Post-Secondary Education and Workforce Ramifications

If academic achievement gap trend continues, ethnically diverse and low socio-economic students will not graduate from high school in large numbers—greatly decreasing their likelihood to pursue and complete post-secondary education and in getting high-skilled, high-paying and family-wage sustaining jobs. Such an unabated trend will only guarantee

a widening and permanent socio-economic gap between the have and the have-not communities.

Insufficient Data Collection and Reporting

To aggravate the problem, the state lacks standards around the collection and reporting of data. The results are incoherent and unreliable statewide reports. Also, few of these reports are disaggregated by race and ethnicity, which makes it impossible to get a true picture of the extent of the problem. Information about subgroups within the larger ethnic groups are also lacking. For example, the Asian Pacific American community is very diverse, with over 50 Asian and Pacific Islander distinct ethnic groups, which vary in English-proficiency, cultural norms, and acculturation. However, the APA group is often lumped into one super category or if decategorized, only a handful of the Asian ethnic groups (i.e., Japanese, Chinese, Filipino, Vietnamese) are accounted for, leaving many others, including the Pacific Islanders overshadowed by the progress of the more established Asian American communities.

Action Steps

The METT proposes seven action steps to create an equitable and culturally competent education system. These action steps call for a transformed education system that honors all students in a holistic manner—accounting for their various worldviews, learning styles, multiple intelligences, and cultural heritage.

- ❖ Add a fifth Washington State learning goal to ensure culturally competent education.
- ❖ Infuse multicultural education goals in existing four learning goals.
- ❖ Integrate multicultural and technological learning objectives in the Washington State Essential Academic Learning Requirements (EALRs).
- ❖ Standardize the data collection, categorization, and reporting of racial, ethnic and low socio-economic groups.
- ❖ Require that professional development is culturally and linguistically responsive
- ❖ Recruit and retain racial and ethnic minority staff.
- ❖ Provide alternate measuring tools to assess student academic achievement.

It is the METT's hope that educational policymakers pay particular attention to the academic fate of all of our students, especially those long neglected in a system that wrongly assumes one-size fits all.

Note: Miebeth Bustillo, Thelma Jackson, Martina Whelshula, and Norma Zavala are the core writers of the 2001 METT position paper, unanimously endorsed by the METT that met in February 2001.

CAPAA

COMMISSION ON
ASIAN PACIFIC
AMERICAN AFFAIRS

501 South Jackson, Suite 306

Seattle, WA 98104

PRESORTED
STANDARD
US POSTAGE PAID
SEATTLE WA
PERMIT NO 677

In this issue:
♦ Chinese Americans
♦ Equitable and
Culturally Competent
Education

CAPAA Calendar and Historical Events

Current

Ongoing through 2002 – "From Awareness to Healing: AIDS and the Asian Pacific American Community," Wing Luke Asian Museum, 407 - 7th Avenue South, Seattle. Contact: (206) 694-6796.

Nov. 8 – Woman of Achievement Benefit Luncheon, keynote Suze Orman, hosted by YWCA of Spokane, Spokane Convention Center, 12 noon. Contact: (509) 326-1190 ext. 127.

Nov. 9-11 – Hmong New Year celebration with music, dance exhibits and demonstrations, Seattle Center House. Contact: (206) 684-7200.

Nov. 15 – Asian Pacific Islander Community Leadership Foundation (ACLIF) Graduation Dinner with guest speakers Ron Sims and Martha Choe, Jumbo Restaurant, 4208 Rainier Avenue South, Seattle, 5:30 PM. Contact or RSVP: (206) 652-2454 ext. 7.

Nov. 17 – Ayame Kai Holiday Craft Fair, Seattle Buddhist Church, 1427 S. Main St., 10 AM - 4 PM. Contact: (206) 938-0497.

Historic

Nov. 4, 1940 – Angel Island immigration detention center, in San Francisco Bay, is closed after 30 years of operation.

Nov. 5, 1996 – Gary Locke is elected Washington's 21st Governor, becoming the first Chinese American Governor in U.S. history.

Nov. 10-13, 1982 – Dedication of the National Vietnam Veterans Memorial, designed by Chinese American architect Maya Ying Lin.

Nov. 24, 1998 – General Eric K. Shinseki, the highest ranking Asian American U.S. military officer to date, assumes duties as the 28th Vice Chief of Staff.

Dec. 10, 1898 – Spain cedes the Philippines to the U.S., marking the start of the first significant immigration of Filipinos to the U.S.

Dec. 12, 1947 – President Truman grants full pardon to the Japanese Americans convicted and imprisoned for resisting the draft during World War II.

Dec. 17, 1943 – Congress repeals the Chinese Exclusion Act and sets an immigration quota of 105 Chinese people per year. Soon thereafter, 14,000 Chinese Americans were drafted into the armed forces.

Dec. 22, 1987 – President Reagan signs the Amerasian Homecoming Act allowing immigration of Vietnamese children with American parentage to the U.S.

Dec. 28, 1945 – Signing of the War Bride Act facilitates the entry of an estimated 200,000 Asian women as wives of U.S. soldiers.

Volunteer and Make a Difference

Looking for volunteer or internship opportunities? Please call, (206) 464-5820. You *will* make a difference.



The CAPAA Newsletter
is a publication by
the Commission on Asian
Pacific American Affairs.

Editor:

Miebeth R. Bustillo

Contributors:

Joann Natalia Aquino
Miebeth R. Bustillo
Ryan Minato
Kongkham Panyathong
Natacha Sesko

Layout:

Ryan Minato

Printer:

Overnight Printing
& Graphics, Inc.

Original Design Concept:
Catherine Rivera Design

©2001 CAPAA.
All rights reserved.

CAPAA

501 South Jackson,
Suite 306
Seattle, WA 98104
Phone: (206) 464-5820
Fax: (206) 464-5821
email: capaa@capaa.wa.gov
http://www.capaa.wa.gov